Name _____ Period _____

11th Grade Research Paper: Scoring Guide							
	5 – 4.5 Full Command	4 – 3.5 Consistent Control	3 – 2.5 Sufficient Control	2 – 1.5 Minimal Control	1 > Little or No control	Weight Value	Points Earned
Ideas and Organization ● Claim/Argument ● Credible Supporting Evidence/ Commentary ● Specific, Relevant Details ● Awareness of Purpose ● Introduction/ Conclusion ● Topic Sentences ● Body Paragraphs ● Sequence of Ideas ● Effective Transitions ● Coherence ● 5 quotes	Student **fully and skillfully develops** a coherent claim//argument, incorporates **thorough and appropriate supportive research evidence and commentary**, conveys clear and strong awareness of purpose and audience, successfully and consistently groups ideas in a logical manner to **maintain coherence, applies effective and varied transitions,** incorporates engaging and **non-repetitious** introduction and conclusion	Student **fully develops a** coherent thesis/argument, incorporates appropriate supporting commentary, conveys clear awareness of purpose and audience, effectively groups ideas in a logical manner to maintain coherence, applies varied transitions, and incorporates non-repetitious introduction and conclusion.	Student **adequately develops** a coherent thesis/argument, incorporates supporting commentary, conveys awareness of purpose and audience, groups ideas in a logical manner to maintain coherence, applies transitions, and incorporates introduction and conclusion. Lapses in research support.	Student **minimally develops** a coherent thesis/argument, minimally incorporates supporting commentary, relies on summary rather than analysis, conveys minimal awareness of purpose and audience, attempts to group ideas in a logical manner to maintain coherence, minimally applies transitions, and incorporates introduction and conclusion.	Student **does not develop** a coherent thesis, does not address an argument, does not incorporate supporting commentary, does not convey awareness of purpose and audience, fails to group ideas in a logical manner to maintain coherence, does not apply transitions, and does not incorporate introduction and conclusion.	_____ X 8	_____/ 40
Style ● Sentence Variety ● Sentence Combining ● Word Choice ● Audience Awareness ● Elements of Discourse ● Rhetorical Devices	The writer utilizes carefully crafted phrases to create a sustained **scholarly tone and authoritative voice.** Word choice reflects a **sophisticated and advanced vocabulary.**	The language and tone of the essay enhance the scholarly purpose of the project. **Word choice is elevated** and appropriate. Most sentences are varied. Sentences are clearly expressed, avoiding indistinct, nebulous ideas.	The language and tone are appropriate. **Word choice is adequate, but may be simple, undemanding, or ordinary**. Some sentence variety is evident. OR Student uses "Purple Prose" to cloud issue.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure. **Overuse of weak verbs appears** throughout project.	The language and tone are inappropriate. Word choice is incorrect or confusing. The overall effort is incomplete or too brief for scope of project.	_____ X 4	_____/ 20
Conventions and Mechanics ● Sentence Structure ● Subject/Verb Agreement ● Pronoun Usage ● Punctuation, Spelling, Capitalization ● Proofreading ● Standard Word Forms	The student demonstrates **full command of the conventions of written English language. No errors are evident.** Extensive proofreading is evident.	The student demonstrates **broad knowledge** of the conventions of written English. Errors are minor and do not interfere with meaning. Proofreading is evident. **Errors include 1-2 Fragment or run-on**	The student **demonstrates sufficient control** of the conventions of written English. **Errors may interfere with meaning** but are not distracting. Some proofreading is evident. Errors are evident. More than 2 fragments or run-on	The student **demonstrates minimal control** of the conventions of written English. **Errors are frequent and interfere with meaning.** Proofreading was inadequate. Several errors in sentence structure, grammar usage, word forms. More than 4 fragments or run-on	The student **lacks understanding** of the conventions of written English. Errors are pervasive. The responsive is incomplete or too brief. Little or no proofreading is evident.	_____ X 4	_____/ 20
Documentation and MLA Format ● Incorporation of secondary sources ● Use of lead-ins ● Use of in-text citations ● Construction of Works Cited ● Correct use of MLA Format ● Application of summarizing and paraphrasing skills	Student successfully incorporates thorough and appropriate, credible supporting evidence, **utilizes 100% correct MLA format, works cited, lead-ins, documentation techniques, and demonstrates complete understanding of explaining ideas using secondary sources with attribution**	Student incorporates supporting evidence, utilizes 90-80% correct MLA format, lead-ins, and documentation techniques, and demonstrates understanding of explaining ideas using secondary sources with attribution	Student incorporates supporting evidence, utilizes 80-70% correct MLA format, lead-ins, and documentation techniques, and demonstrates understanding of explaining ideas using secondary sources with attribution	Student minimally incorporates supporting evidence, attempts to utilize correct MLA format and documentation techniques, and demonstrates partial understanding of explaining ideas using secondary sources with attribution	Student does not incorporate evidence, nor utilizes correct MLA format and documentation techniques, and does not demonstrate understanding of explaining idea using secondary sources; references lack attribution	_____ X 4	_____/ 20

Total _____

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Total _____